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ABSTRACT

Educational objectives and brief course descriptions are presented for music education, grades 9-12, Montgomery County Public Schools, Rockville, Maryland. The program, divided into general, choral, and instrumental categories, stresses refining cognitive perception, developing creative potential, and heightening aesthetic sensitivity. Instrumental courses include beginning and advanced band plus concert, symphonic, and jazz bands; beginning and advanced summer school for the performing arts. General music courses include Music I and II, music theory and composition, music history and literature, guitar, and electronic music. Choral courses include Chorus I, II, and III; chamber singers; and summer school for the performing arts in advanced vocal music. The document includes a list of instructional guides and an objectives grid. (KC)

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PROGRAM OF STUDIES

Aesthetic Education

MUSIC, GRADES 9-12

SP 012 903

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies,* as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/ guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies,* which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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* See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

AESTHETIC EDUCATION

INTRODUCTION

The arts have been present throughout human history. No society or culture has existed without the arts because they present unique opportunities for people to express emotion, communicate ideas, portray images, and explore their humanness in creative ways. The MCPS program of aesthetic education is based on the belief that children, in order to more fully understand themselves, their environment, and their experiences, need to develop that mode of knowing which is primarily artistic, intuitive, and imaginative.

This kind of understanding needs to be purposely and continuously developed if it is to have its full breadth and depth of application. As much as reading and writing, aesthetic understanding and appreciation are called for in every aspect of living. Aesthetic or artistic decisions are made every day by all of us; our preferences are evident when we choose what to purchase, what art or entertainment event to attend, what television program to watch, or what elements of our environment to protect and preserve. Citizens must be able to discern the differences between the ugly and the beautiful, the violent and the moderate, the obvious and the subtle, and the stereotypic and the imaginative. Just as students need to develop basic reading and computational skills, they need to develop skills of aesthetic literacy to function fully in daily life.

The program of aesthetic education is a systematic process in which children are involved in three interrelated areas of learning: the perceptual (development of basic awareness skills); the experiential; and the presentational, for those that elect the option.

The *perceptual* activities are designed to develop skills of looking, listening, discerning, and criticizing in the various art forms. The *experiential* activities are designed to encourage children to explore the artistic possibilities of the various art media by experimenting with and manipulating paint, sounds, gestures and movements, words, clay, etc. This is an active, participatory "hands-on" mode of aesthetic education in which students encounter the materials of the various art forms and refine their skills in aesthetic expression. Students who acquire these skills of perceiving and creating will have achieved aesthetic literacy appropriate to their level of development. *Presentational* activities are designed to provide opportunities for students to share their arts experiences with others and to develop further the talents and abilities in the various art forms. Students who elect the option are provided with opportunities to perform in public.

In our schools, it is vital to offer our students the kind of arts education program which allows each student to explore his/her creative potential, develop the basic skills of perceptual awareness, and develop artistic talent to the highest possible level. In addition to teaching arts content, the aesthetic education program gives students an additional route to success or excellence in school, an opportunity which every student deserves. While we recognize the aesthetic dimension to the other school content areas, e.g., science, mathematics, social studies and language arts, we believe that aesthetic education provides *balance* in the curriculum by recognizing that there are more ways to understand the world and ourselves than through the literal or the verbal. There are the imaginative, visual, musical, and dramatic ways of understanding and communicating which are older and more pervasive in human history. We believe that to cultivate these very special human capacities is to offer our students the opportunity for a complete comprehensive education in *all* the domains of knowledge, an education that we believe is the right of every child.

AESTHETIC EDUCATION GOALS

I. To develop an aesthetic awareness of the surrounding world

- Develop the senses and intellect as means for recognizing and reacting to the aesthetic qualities of the environment.
- Identify and respond to the affective and cognitive meanings of individual art forms.

II. To develop skills in making independent aesthetic judgments

- Identify those elements of the environment possessing aesthetic properties.
- Develop individual criteria for making informed, aesthetic judgments about the arts and the environment.
- Develop an aesthetic value system through the application of individual criteria to those elements of the environment possessing aesthetic properties and/or cultural meaning.

III. To develop skills in using the arts as modes of personal expression and communication

- Understand each art form as a way of organizing creative energy into communication.
- Develop expressive skills in various art forms through observing, participating, and creating.
- Develop creative potential through experiences that encourage unique expression.

IV. To develop an understanding of the relationship of the arts to each other and to other disciplines

- Participate in a variety of arts experiences to perceive unique and similar qualities.
- Develop an awareness of common aesthetic qualities in the environment, the natural sciences, and in other content areas.

V. To recognize the relationship of the arts to the history and culture of man

- Recognize the interaction of the arts with society
- Develop an awareness of the role of the arts in promoting a deeper understanding and acceptance among people of different backgrounds and cultural traditions.
- Develop the ability to recognize the unique qualities inherent in the artistic expressions of various cultures.

POINT OF VIEW

Musical expression, an important element in the heritage of past cultures, continues to be a vital force in contemporary society. Because of this significance, the study of music is valuable not only for its own sake as a discrete discipline but also as it adds an important dimension to the study of other subject areas. In addition, musical experiences can provide students with a unique mode of personal expression and enjoyment.

The MCPS music program, which emphasizes learning through experience, is divided into general, choral, and instrumental categories. The required music curriculum assures that all students will have a sequential program of skill and concept development. The elective program provides a variety of specialized courses designed to meet the needs and interests of various students.

Through continued participation, students are able to refine cognitive perception, develop creative potential, and heighten aesthetic sensitivity. These experiences should provide the student with the knowledge and background to be an intelligent consumer or practitioner of music.

GENERAL INFORMATION, GRADES 9-12

All curricula of music programs within the *Program of Studies* relate to the MCPS Goals of Education.* These goals clearly state the commitment of the school system to provide quality educational experiences for every student. Music is encompassed within The Arts, which are the goals for Academic Skills.

> The Arts: The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment

The Arts are further included under the goals for Aesthetic Expression:

> People, to realize their full potential, must be able to sense and appreciate beauty in the world around them, whether created by nature or by man. The school must help each student gain:
>
> - knowledge of the nature of the creative and performing arts
> - experience with a wide variety of art forms
> - a perspective for developing his [/her] own aesthetic criteria and tastes
> - understanding of the contribution of the arts to human communication

The distinction between general and instrumental music is made primarily on the basis of whether or not the class is organized as a performing group. General music courses emphasize the process of music making/creating, whereas instrumental courses emphasize the acquisition of technical skills needed for participation in an instrumental performing ensemble. Because guitar and electronic music classes are not at present organized as performing groups, they are included under General Music (page 3).

Instrumental music is an elective program in Grades 9 through 12 and is designed to provide for the continued development of musical knowledge and instrumental skills initiated in elementary or middle/junior high school. In addition, schools may offer beginning instrumental instruction in Grades 9-12 (see Beginning Band, Beginning Orchestra).

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*adopted February 12, 1973 by the Board of Education of Montgomery County

Students of Instrumental Music are grouped according to proficiency, activity interest, and type of instrument played. Beginning, intermediate, and advanced classes are organized as bands, orchestras, jazz ensembles, and chamber groups. Enrichment activities such as solo and small ensemble performance, stage band, conducting, show orchestra, and marching band may supplement the regular program when student interest and aptitude support such efforts.

Generally, the student must furnish an instrument when participating in instrumental music courses. When the instrument is too large to be transported on a school bus, or when there is student need, the instrument will be provided by the school. A nominal personal expense is required to maintain the instrument and to provide for expendable music supplies.

The instrumental music program provides for the attainment of objectives in the areas of instrumental performance techniques; music theory and literature; related responsibilities; and expressive skills (see Objectives Grid, pages 5-7). Instructional objectives for the entire instrumental program are divided into seven sequential performance levels (see pages 12-17), and are keyed to the various instrumental courses. This stranding of instrumental courses provides for a continuous progression of skill and concept development throughout various course sequences. The chart on page 4 shows all instrumental courses and possible sequential patterns.

Beginning with Performance Level C, each level represents a full year's work by a high school student of instrumental music. Performance levels are designed to be completed in alphabetical sequence. Students may elect a variety of instrumental courses while continuing a sequential development of musical skills.

General and Choral music is elective in Grades 9 through 12 and is designed to provide for the continued development of musical skills and attitudes initiated at the elementary and middle/junior high school levels. In addition to the continuing program, beginning instruction is provided for those students who are participating in music activities for the first time.

General and choral music courses are designed not only for those with musical talent but for those who desire to explore various facets of music in a non-performance medium. All of the general music courses have four levels of proficiency; eight proficiency levels exist in choral music.

The annual High School Choral Day activities provide a formal assessment of the program. High school choirs perform for each other and receive ratings by professional judges.

In addition to the scheduled music electives, a variety of enrichment activities such as solo and small ensembles, barber shop and beauty shop quartets, and Broadway-type reviews and musicals may supplement the regular program when student interest and aptitude support such efforts.

Participation in choral activities often necessitates additional expenses for music, transportation, robes, robe maintenance, and special costumes.

The General and Choral music program provides for the attainment of objectives in individual vocal skills; choral skills; manipulative skills regarding guitar and electronic music; creative skills; cognitive skills regarding theoretical, historical, and cultural aspects of music; perceptual skills regarding music listening; and development in the affective domain.

A wide variety of courses is offered not only for talented students but for those interested in exploring the non-performance aspect of music.

The sequence of choral offerings follows a logical progression of skill development. Because senior high school students may begin choral music in any grade, course levels are flexible and are not assigned to specific grade levels.

DESCRIPTION OF PROGRAM

List of Instrumental Music Courses, Grades 9-12

Band

Beginning Band (9-12)
Advanced Band (9-12)
*Concert Band (9-12) — formerly General Band (9-12)
*Symphonic Band (9-12) — formerly Advanced Band (10-12)
*Jazz Ensemble (9-12) — formerly Stage Band (9-12)

Orchestra

Beginning Orchestra (9-12)
Advanced Orchestra (9-12)
*Concert Orchestra (9-12) — formerly General Orchestra (9-12)
*Symphonic Orchestra (9-12) — formerly Advanced Orchestra (10-12)

Instrumental Music

Summer School for the Performing Arts — Advanced Instrumental Music (10-12)

List of General and Choral Music Courses, Grades 9-12

General Music

Music I (9-12)
Music II (9-12)
Music Theory and Composition I (9-12)
Music Theory and Composition II (9-12)
Music History and Literature I (9-12)
Music History and Literature II (9-12)
Guitar I (9-12)
Guitar II (9-12)
Electronic Music I (9-12)
Electronic Music II (9-12)

Choral Music

*General Chorus (9-12) — formerly Junior High Chorus
Chorus I (9-12)
Chorus II (10-12)
Chorus III (11-12)
*Chamber Singers (10-12) — formerly Chamber Singers/Madrigal Singers
Summer School for the Performing Arts — Advanced Vocal Music (10-12)

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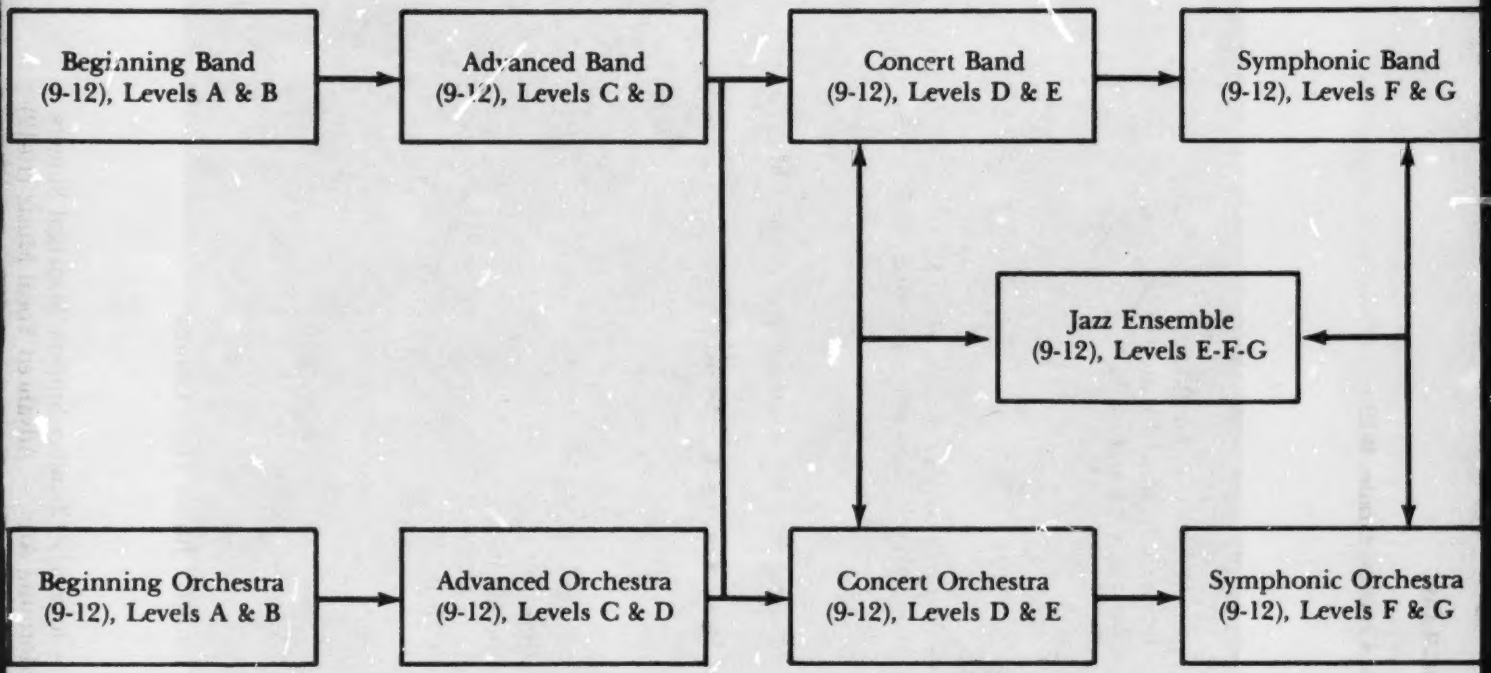
*New course titles effective for the 1979-80 school year

INSTRUMENTAL COURSE SEQUENCE — GRADES 9-12



RESTRICTED MOVEMENT:

(a) from orchestra to band courses — string bass players only
(b) from band to orchestra courses — orchestra wind/percussion players only
(c) from band/orchestra courses to jazz ensemble — players of jazz ensemble instruments only

OBJECTIVES GRID — INSTRUMENTAL MUSIC (GRADES 9-12)

TECHNIQUE	PERFORMANCE LEVEL A	PERFORMANCE LEVEL B	PERFORMANCE LEVEL C	PERFORMANCE LEVEL D	PERFORMANCE LEVEL E	PERFORMANCE LEVEL F	PERFORMANCE LEVEL G
Basics	. posture, embouchure, breathing, position, fingering	. increased skill in posture, embouchure, breathing, position, and fingering . lip slurs (brass)	. selected lip slurs (brass) . improved skill in posture, embouchure, breathing, position and fingering	advanced skill in posture, embouchure, breathing, position, and fingering	instrumental flexibility (lip slurs, wide leaps, glissandi, selected bowings/stickings)	→	→
Keys — Band	F, B^b, E^b, A^b	C, D^b	G, G^b	D	A, C^b	E, B	$F^\#$, $C^\#$
Orchestra	C, G, D, A	F, B^b	E, E^b	B, A^b	→	$F^\#$, D^b	$C^\#$, G^b, C^b
Range	. selected range	→	. normal range with chromatics	→	. some notes beyond normal range	→	. extended range
Meters	$\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ $\frac{2}{2}$ $\frac{3}{8}$ $\frac{6}{8}$	. compound meters $\frac{3}{8}$ $\frac{6}{8}$ $\frac{9}{8}$ $\frac{12}{8}$ $\frac{3}{4}$	. unusual meters such as $\frac{5}{8}$ $\frac{7}{4}$	. fluency in the performance of compound meters	→	. mixed meter	→
Rhythms	. rhythmic units of 4, 3, 2, 1½, 1, and ½ pulses	. units of 1/4, 3/4, 1/3, 2/3 pulses . basic syncopation	. extended use of syncopation	. advanced syncopation	. more complex use of rhythmic patterns including rests and accents	. fluency in the performance of intricate rhythms	→
Articulations/Bowings	. slurred and detached passages	. selected articulations or bowings	. a variety of articulations or bowings	→	. skill in the use of a wide range of instrumental articulations or bowings	→	→
Alternate Fingerings, Positions, Shifting, or Sticking			. a few alternate fingerings, positions, or stickings	. selected alternate fingerings, positions, or stickings	. increased knowledge of alternate fingerings positions, or stickings	. wide knowledge and application of alternate fingerings, positions, stickings, or shiftings	. advanced knowledge of alternate fingerings, positions, stickings, or shiftings
Ornaments		. trills	. selected ornaments	→	. wide range of common musical ornaments	→	→
Achievement Level	Grade 1*	Grade 2*	Grade 3*	Grade 3½*	Grade 4*	Grade 4½*	Grade 5*
Sight Reading Level	Grade 1* (independent preparation)	Grade 1*	Grade 2*	Grade 2½*	Grade 3*	Grade 3½*	Grade 4*

*Grade designation is that level of difficulty established by the Music Educators' National Conference.

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OBJECTIVES GRID — INSTRUMENTAL MUSIC (GRADES 9-12)

THEORY, LITERATURE, AND EAR TRAINING	PERFORMANCE LEVEL A	PERFORMANCE LEVEL B	PERFORMANCE LEVEL C	PERFORMANCE LEVEL D	PERFORMANCE LEVEL E	PERFORMANCE LEVEL F	PERFORMANCE LEVEL G
Terms, Symbols	. basic terms and symbols		. common musical terms and symbols	→	. wide range of musical terms and symbols	→	→
Theory/Ear Training	. elementary pitch and rhythm discrimination . skill in the use of reference and resource materials such as fingering charts	. increased sensitivity to pitch and rhythm discrimination . performance "by ear" . categorization of instruments by family and range	. understanding of harmonic and melodic intervals . recognition of major and minor chords by sound . performance of selected major scales . recognition of the band and orchestra instruments by sight and sound . understanding of the instrument being studied in relation to concert pitch	. increased knowledge of music theory . performance of selected major and minor scales and arpeggios	. skills in applied theory . limited skill in transposition	. skills in Comprehensive Musicianship	. increased skill in Comprehensive Musicianship . some fluency in transposition . minor and major scales and arpeggios
Literature, Style				→	. limited knowledge of band or orchestra repertoire	. performance of a variety of musical styles . knowledge of standard band or orchestra repertoire . knowledge of some contemporary band or orchestra compositions	. understanding of the instrument being studied, including its past and present use in ensembles . performance of selected contemporary styles
INDIVIDUAL RESPONSIBILITIES							
Care/Maintenance	. care, maintenance, assembly and storage . applicable nomenclature	. increased ability in care/maintenance . responsibility in use of school equipment . relationship between maintenance and performance	. increased skill in care and maintenance . instrument construction and operation	. advanced skill in instrument care and maintenance	→	→	→
Rehearsal and Practice Routines	. effective use of study and practice time . significance of regular practice in the development of instrumental skill	. maintenance of an independent part in an ensemble . understanding of and response to rehearsal techniques . awareness of concert and rehearsal decorum . establishing an instrumentation	. high degree of personal decorum . positive contribution to group activity . individual performance . assume a leadership role (middle school)	. group leadership role (junior high) . individual responsibility	. appropriate response to the conductor's expressive gestures	→	. leadership roles within a group
Performance	. perform for personal pleasure . perform for others	. perform with confidence for audiences . perform in a small ensemble	. perform at various band and orchestra festivals and concerts	→	→	→	→

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OBJECTIVES GRID — INSTRUMENTAL MUSIC (GRADES 9-12)

EXPRESSIVE SKILLS	PERFORMANCE LEVEL A	PERFORMANCE LEVEL B	PERFORMANCE LEVEL C	PERFORMANCE LEVEL D	PERFORMANCE LEVEL E	PERFORMANCE LEVEL F	PERFORMANCE LEVEL G
Tone	. acceptable tone	→	. characteristic tone	→	. full, resonant tone	→	. exemplary tone with flexibility of intensity, color, and pitch
Intonation	. method of tuning the instrument	. ability to tune the instrument to several different (concert) pitches	. continued improvement in intonation	. performance with good intonation	. recognition of discrepancies in intonation and ability to correct them	. knowledge of inherent intonation deficiencies of instrument under study and methods of correcting these deficiencies	. excellent intonation in performance
Creative and Expressive Skills	. ability to perform at various dynamic levels	. performance with confidence and musical expression . creation of original melodies and rhythms	. sensitivity to balance and blend . use of a wide range of dynamic levels	. basic principles of phrasing and vibrato	. increased understanding of phrasing, vibrato, and musical "line" including appropriate performance techniques . fluency in the production of vibrato	. responsibility for musical interpretation and expression	. appropriate use of vibrato . ability to perform at extreme dynamic ranges without sacrificing tone quality, intonation, balance, and blend
Musical Values/Standards	. development of beginning criteria for making informed musical judgments	. interest and enjoyment in musical performances	. application of critical judgments to the music one hears and performs	→	→	. enjoyment and understanding of a wide range of musical performances	→
MISCELLANEOUS SKILLS							
Jazz Ensemble					. Jazz/Rock styles . selected ornaments . selected vocabulary . knowledge of improvisation	. ability to improvise . knowledge of history and literature of pop music . increased vocabulary . variety of stage band ornaments	. increased skill in improvisation . knowledge of history of literature of indigenous American music . knowledge of arranging and scoring techniques
Percussion	. single strokes, flams, long roll	. selected rudiments . performance on several percussion instruments	. performance on a variety of percussion instruments including bells . performance of 13 rudiments	. performance on a wide variety of percussion instruments including timpani . ability to match pitch	. all 26 rudiments . performance of simple selections on mallet instruments from notated music . ability to tune two or more timpani from a given pitch	. performance of notated selections on the triangle, tambourine, suspended cymbal, bass drum and timpani . latin rhythms . latin instruments	. fluency with mallet instruments . knowledge of contemporary performance techniques . ability to perform on the drum set
Career Education		. introduction of career options in instrumental music	→	. reinforcement of career options in instrumental music	→	. emphasis upon career options in instrumental music	→
Optional Activities			. orchestra . solo and ensemble . stage band	. marching band . solo and ensemble . orchestra . stage band	. marching band . solo and ensemble . pep band . orchestra . stage band	. marching band . solo and ensemble . conducting . improvisation . pep band . orchestra . stage band	. marching band . solo and ensemble . conducting . improvisation . pep band . orchestra . stage band

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Description of Courses — Instrumental Music 9-12

Beginning Band — Grades 9, 10, 11, 12
6810 1 year 1 credit

Beginning Band A
6811 1 semester ½ credit

This course is designed for high school students with no prior instrumental music experience who wish to prepare for enrollment in a high school band. An intensive program of instruction covers tone production, note reading, and the development of technical skill necessary to perform Grade 1 music.

Upon completion of Beginning Band A, the student should be able to complete Performance Level A objectives.

Beginning Band B
Prerequisite: Attainment of Performance Level A objectives
6885 1 semester ½ credit

In the Beginning Band B class, students continue to develop skills started in Beginning Band A. An intensive program of instruction continues with emphasis upon preparing the student for enrollment in a high school instrumental ensemble. The development of technical skills necessary to perform Grade 2 music is stressed.

Upon completion of Beginning Band B, the student should be able to complete Performance Level B objectives.

Advanced Band — Grades 9, 10, 11, 12
Prerequisite: Attainment of Performance Level B objectives
6830 1 year 1 credit

Advanced Band A
6831 1 semester ½ credit

Advanced Band B
6832 1 semester ½ credit

In Advanced Band, students have further opportunities to develop technical proficiency and to improve rehearsal techniques. Wider ranges of dynamics are developed and the study of harmony and ear training is introduced. Students learn the characteristics of musical style and begin to acquire a repertoire of band literature. Students begin to assume leadership roles within the large performing ensemble. Exploratory experiences may be offered in orchestra, jazz ensemble, and in solo and ensemble performance. At the junior high level, this band represents the school at public performances. This course may be repeated once for credit.

Upon completion of one year of Advanced Band, the student should be able to complete Performance Level C objectives.

Upon completion of the second year of Advanced Band, the student should be able to complete Performance Level D objectives.

***Concert Band — Grades 9, 10, 11, 12 (formerly General Band, Grades 9-12)**
Prerequisite: Attainment of Performance Level C objectives

6820	1 year	1 credit

Concert Band A

6821	1 semester	½ credit

Concert Band B

6822	1 semester	½ credit

This course is designed to provide students with the opportunity to develop a high level of technical proficiency on a band instrument. The study of applied harmony and ear training is continued, and students expand their repertoire of band literature. Students acquire a wide vocabulary of musical terms and symbols. Additional experiences may be offered in solo and chamber music performance, stage band, pep band, and marching band. This course may be repeated once for credit. The concert band represents the school in public performances.

Upon completion of one year of Concert Band,** the student should be able to complete Performance Level D objectives.

Upon completion of a second year of Concert Band, the student should be able to complete Performance Level E objectives.

***Symphonic Band — Grades 9, 10, 11, 12 (formerly Advanced Band, Grades 10-12)**
Prerequisite: Attainment of Performance Level E objectives

6825	1 year	1 credit

Symphonic Band A

6826	1 semester	½ credit

Symphonic Band B

6827	1 semester	½ credit

Students who enroll in Symphonic Band should have sufficient background and motivation to participate in advanced, in-depth instrumental music activities. In addition to developing an advanced level of proficiency in style, precision, and technique, students acquire a wide repertoire of standard band, wind band, and wind ensemble literature. Expression, creativity, and comprehensive musicianship are stressed as well as the development of leadership roles. Additional experiences may include conducting, studio and symphony orchestra, marching band, stage band, pep band, improvisation, and chamber and solo performance. This band may be organized as a chamber or wind ensemble. This course may be repeated for credit. The symphonic band represents the school in public performances.

Upon completion of one year of Symphonic Band, the student should be able to complete Performance Level F objectives.

Upon completion of a second year of Symphonic Band, the student should be able to complete Performance Level G objectives.

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*New course titles effective for the 1979-80 school year
**A second year of Advanced Band may be substituted for the first year of Concert Band.

***Jazz Ensemble — Grades 9, 10, 11, 12 (formerly Stage Band, Grades 9-12)**
Prerequisite: Attainment of Performance Level D objectives

6870	1 year	1 credit

Jazz Ensemble A

6871	1 semester	½ credit

Jazz Ensemble B

6872	1 semester	½ credit

This course may be an outgrowth of exploratory jazz ensemble experiences offered within the Advanced or Concert Band courses. The course is open to students who wish to develop a high level of skill in the performance of popular music, including such forms as jazz, country, blues, soul, rock, and studio. Membership is selected by audition and may be limited by instrumentation. Students learn to perform in contemporary idioms, learn to improvise, develop aural recognition skills, and learn basic arranging and scoring techniques. Students have an opportunity to perform using contemporary electronic instruments and equipment. A study of American popular music of the past is included. This class may be organized as a stage band or studio orchestra. This group frequently represents the school in a wide variety of public performances. This course may be repeated for credit.

Upon completion of the Jazz Ensemble course, the student should be able to complete instructional objectives as follows:

First year — attainment of Performance Level E objectives
Second year — attainment of Performance Level F objectives
Third year — attainment of Performance Level G objectives

Beginning Orchestra — Grades 9, 10, 11, 12

6840	1 year	1 credit

Beginning Orchestra A

6841	1 semester	½ credit

This course is designed for high school students with no prior instrumental music experience who wish to prepare for enrollment in a high school orchestra. An intensive program of instruction covers tone production, note reading, and the development of technical skill necessary to perform Grade 1 music.

Upon completion of Beginning Orchestra A, the student should be able to complete Performance Level A objectives.

Beginning Orchestra B
Prerequisite: Attainment of Performance Level A objectives

6855	1 semester	½ credit

In the Beginning Orchestra B class, students continue the development of skills begun in Beginning Orchestra A. An intensive program of instruction continues with emphasis upon preparing the student for enrollment in a high school orchestra. The development of technical skills necessary to perform Grade 2 music is stressed.

Upon completion of Beginning Orchestra B, the student should be able to complete Performance Level B objectives.

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*New course titles effective for the 1979-80 school year

Advanced Orchestra — Grades 9, 10, 11, 12
Prerequisite: Attainment of Performance Level B objectives

6860	1 year	1 credit

Advanced Orchestra A

6861	1 semester	½ credit

Advanced Orchestra B

6862	1 semester	½ credit

In Advanced Orchestra, students have further opportunities to develop technical proficiency and improve rehearsal techniques. Wider ranges of dynamics are developed and various orchestral bowings are introduced. The study of harmony and ear training is introduced and students continue to develop improved intonation. Students learn the characteristics of musical style and begin to acquire a repertoire of orchestral literature. Students begin to assume leadership roles within the orchestral ensemble. Exploratory experiences may be offered in solo and small ensemble performance. The Advanced Orchestra class is usually organized as a string orchestra, with provision for the occasional addition of winds and percussion. In junior high school, this orchestra represents the school in public performances.

Upon completion of one year of Advanced Orchestra, the student should be able to complete Performance Level C objectives.

Upon completion of the second year of Advanced Orchestra, the student should be able to complete Performance Level D objectives.

***Concert Orchestra — Grades 9, 10, 11, 12 (formerly General Orchestra, Grades 9-12)**
Prerequisite: Attainment of Performance Level C objectives

6850	1 year	1 credit

Concert Orchestra A

6851	1 semester	½ credit

Concert Orchestra B

6852	1 semester	½ credit

This course is designed to provide students with the opportunity to develop a high level of technical proficiency on an orchestral instrument. The study of applied harmony and ear training is continued, and students expand their repertoire of orchestra literature. Students acquire a wide vocabulary of musical terms and symbols. Additional experiences may be offered in solo and chamber music performance. This course may be repeated once for credit. The concert orchestra represents the school in public performances.

Upon completion of one year of Concert Orchestra**, the student should be able to complete Performance Level D objectives.

Upon completion of a second year of Concert Orchestra, the student should be able to complete Performance Level E objectives.

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*New course titles effective for the 1970-80 school year
**A second year of Advanced Orchestra may be substituted for the first year of Concert Orchestra.

***Symphonic Orchestra — Grades 9, 10, 11, 12 (formerly Advanced Orchestra, Grades 10-12)**
Prerequisite: Attainment of Performance Level E objectives
6865 — 1 year — 1 credit

Symphonic Orchestra A
6866 — 1 semester — ½ credit

Symphonic Orchestra B
6867 — 1 semester — ½ credit

Students who enroll in Symphonic Orchestra should have sufficient background and motivation to participate in advanced, in-depth instrumental music activities. In addition to developing an advanced level of proficiency in style, precision, and technique, students acquire a wide repertoire of orchestral literature. Expression, creativity, comprehensive musicianship, and the development of leadership roles are stressed. Additional experiences may include conducting, solo and ensemble performance, and studio orchestra. The class may be organized as a chamber orchestra. This course may be repeated for credit. The symphonic orchestra represents the school in public performances.

Upon completion of one year of Symphonic Orchestra, the student should be able to complete Performance Level F objectives.

Upon completion of a second year of Symphonic Orchestra, the student should be able to complete Performance Level G objectives.

Summer School for the Performing Arts — Advanced Instrumental Music (Grades 10-12)
Prerequisite: Successful audition based on published requirements
6918 — Summer Only — ½ credit (for Summer School 1979)

This is an advanced course for gifted and talented instrumentalists. See page 11 of the Interrelated Arts section of the *Program of Studies.*

PERFORMANCE LEVELS FOR INSTRUMENTAL MUSIC COURSES

Performance Level A

Upon completion of Performance Level A, the student should be able to:

- perform music of Grade 1** difficulty with confidence and understanding
- perform in concert keys of F, Bb, Eb, and Ab major, including some related keys (band)
- perform in concert keys of C, G, D, and A major, including some related keys (strings)
- name and play all the notes in a selected range with correct fingerings
- understand and perform in the following meter signatures: 2/4, 3/4, 4/4, 2/2, 3/8, and 6/8
- count and perform musical fragments consisting of rhythmic units of 4, 3, 2, 1 ½, 1, and ½ pulses
- demonstrate slurred and detached (tongued) passages
- demonstrate proper care, maintenance, assembly, and storage of the instrument being studied
- understand and use the nomenclature applicable to the instrument being studied
- begin to establish criteria for making informed musical judgements
- perform for personal pleasure
- perform for others
- use study and practice time effectively

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*New course titles effective for the 1979-80 school year
**Grade designation is that level of difficulty established by the Music Educators' National Conference

- demonstrate an understanding of the importance of regular daily practice in the development of instrumental skill
- perform at various dynamic levels
- perform with an acceptable tone quality
- demonstrate the basic method of tuning the instrument
- demonstrate proper posture, embouchure, hand position, breathing, bowing, and fingering when playing the instrument
- demonstrate an understanding of basic musical terms and symbols
- demonstrate skill in the use of selected resource and reference materials, such as fingering charts
- demonstrate elementary pitch and rhythm discrimination
- perform single strokes, flams, and long rolls (percussion only)

Performance Level B

Upon completion of Performance Level B, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level A
- perform music of Grade 2* difficulty with confidence and understanding
- sight-read music of Grade 1* difficulty
- perform in concert keys of C and Db major, including related keys (band)
- perform in concert keys of F and Bb major, including some related keys (strings)
- understand and perform in the following compound meter signatures: 3/8, 6/8, 9/8, 12/8, and 3/4
- count and perform fragments consisting of 1/4, 3/4, 1/3, and 2/3 pulses
- count and perform elementary syncopation
- demonstrate selected instrumental articulations/bowings
- demonstrate the ability to perform a trill
- increase ability to care for and maintain the instrument
- develop an awareness of the relationship between instrument maintenance and good musical performance
- demonstrate care and responsibility in the use of school equipment and materials
- listen with interest and enjoyment to music in concert, recorded, dance, and media performances
- perform with confidence for audiences
- perform in a small instrumental ensemble
- understand and respond to rehearsal techniques
- maintain an independent part in a large instrumental ensemble
- demonstrate an awareness of rehearsal and performance decorum
- help contribute to the establishment of an instrumentation which facilitates performance
- perform with musical expression
- create original melodies/rhythms
- demonstrate sensitivity to pitch and rhythmic discrimination
- demonstrate the ability to tune the instrument to several concert pitches
- demonstrate increased skill in posture, embouchure, hand position, breathing, bowing, and fingering
- demonstrate the ability to perform lip slurs (brass)
- demonstrate an understanding of selected musical terms and symbols
- categorize the band and orchestra instruments by family and range
- perform some familiar melodies "by ear"
- understand and perform selected rudiments (percussion)
- perform on several percussion instruments, including snare and bass drum (percussion)
- introduce career options in instrumental music

*Grade designation is that level of difficulty established by the Music Educators' National Conference.

Performance Level C

Upon completion of Performance Level C, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level B
- perform music of Grade 3* difficulty with confidence and understanding
- sight-read music of Grade 2* difficulty
- perform in the concert keys of G and Gb major and related keys (band)
- perform in the concert keys of E and Eb major and related keys (orchestra)
- name and play all the chromatic notes in the normal range with correct fingerings
- understand and perform in selected unusual meters, such as 5/8 and 7/4
- demonstrate extended use of syncopation
- demonstrate a variety of instrumental articulations/bowings
- demonstrate a few alternate fingerings/positions/stickings
- demonstrate the performance of selected ornaments
- demonstrate increased skill in instrument care and maintenance
- explore the construction and operation of the instrument under study
- apply critical judgments to the music he/she performs and hears
- perform at various band/orchestra festivals and concerts
- adjust to the rehearsal atmosphere and make a positive contribution to the total group effort
- play individually for others
- reflect a high level of rehearsal and performance decorum
- assume a leadership role in the band/orchestra (middle school)
- demonstrate sensitivity to balance and blend
- demonstrate ability to perform using a wide range of dynamic levels
- demonstrate a characteristic tone on the instrument
- demonstrate the ability to perform with continued improvement in intonation
- demonstrate improved skill in posture, embouchure, hand position, breathing, bowing, and fingering
- demonstrate ability to perform selected lip slurs (brass)
- demonstrate ability to recognize and perform common musical terms and symbols
- demonstrate an understanding of melodic and harmonic intervals
- recognize major and minor chords by sound
- recognize band and orchestra instruments by sight and sound
- perform selected major scales
- demonstrate an understanding of the transposition of the instrument being studied, in relation to concert pitch
- identify and perform selected musical styles
- perform on a variety of percussion instruments, including bells (percussion)
- understand and perform the first 13 rudiments (percussion)

Performance Level D

Upon completion of Performance Level D, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level C
- perform music of Grade 3 1/2* difficulty with confidence and understanding
- sight-read music of Grade 2 1/2* difficulty
- perform in the concert key of D major and related keys (band)
- perform in the concert keys of B and Ab major and related keys (orchestra)
- demonstrate fluency in the performance of common compound meters

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*Grade designation is that level of difficulty established by the Music Educators' National Conference.

- count and perform advanced syncopation
- demonstrate a knowledge of selected alternate fingerings/positions/stickings
- demonstrate advanced skill in instrument care and maintenance
- assume a leadership role in the band/orchestra (junior high)
- assume individual responsibility within a group
- demonstrate basic principles of phrasing
- demonstrate an understanding of accepted methods of producing vibrato
- demonstrate the ability to perform with good intonation
- demonstrate advanced skill in posture, embouchure, hand position, breathing, bowing, and fingering
- demonstrate increased knowledge of music theory
- perform selected major and minor scales and arpeggios
- perform on a wide variety of percussion instruments, including timpani (percussion)
- demonstrate the ability to match a given pitch on the timpani (percussion)
- perform a solo of Grade 2* difficulty on a mallet instrument (percussion)
- when applicable, demonstrate basic fundamentals of marching band
- reinforce career options in instrumental music

Performance Level E

Upon completion of Performance Level E, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level D
- perform music of Grade 4* difficulty with confidence and understanding
- sight-read music of Grade 3* difficulty
- perform in the concert keys of A and Cb major and related keys (band)
- name and play some notes beyond the normal range of his/her instrument with correct fingerings
- understand and perform complex rhythmic patterns, including rests and accents
- demonstrate skill in the use of a wide range of instrumental articulations/bowings
- demonstrate increased knowledge of alternate fingerings/positions/stickings
- demonstrate the performance of a wide range of musical ornaments
- respond appropriately to a conductor's expressive gestures
- demonstrate the manner of producing vibrato (except clarinet, french horn, and percussion)
- demonstrate increased understanding of musical "line," including appropriate performance techniques
- demonstrate a full, resonant tone on the instrument
- recognize discrepancies in intonation and be able to correct them
- perform various exercises to demonstrate instrumental flexibility such as lip slurs, wide leaps, glissandi, and selected bowings/stickings
- demonstrate an understanding of a wide range of musical terms and symbols
- demonstrate skills in applied theory, such as performance of scale, arpeggio, and interval studies
- demonstrate limited skill in transposition
- demonstrate limited knowledge of band/orchestra repertoire
- perform all 26 rudiments (percussion)
- perform simple selections on mallet instruments from the notated score (percussion)
- demonstrate ability to tune two or more timpani from a given pitch (percussion)
- understand and perform jazz and rock idiomatic style (jazz ensemble)
- understand and perform selected stage band ornaments (jazz ensemble)
- understand selected vocabulary unique to the stage band (jazz ensemble)
- demonstrate knowledge of basic principles of improvisation (jazz ensemble)
- when applicable, demonstrate basic fundamentals of marching band, solo and ensemble, pep band, stage band, and orchestra

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*Grade designation is that level of difficulty established by the Music Educators' National Conference.

Performance Level F

Upon completion of Performance Level F, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level E
- perform music of Grade 4 1/2* difficulty with confidence and understanding
- sight-read music of Grade 3 1/2* difficulty
- perform in the concert keys of E and B major and related keys (band)
- perform in the concert keys of F# and Db major and related keys (orchestra)
- perform mixed meter compositions
- demonstrate fluency in the performance of intricate rhythms
- understand a wide range of alternate fingerings/positions/shifting/stickings, and be able to apply the knowledge in appropriate situations
- listen with enjoyment and understanding to a wide range of musical performances
- demonstrate fluency in the production of vibrato on the instrument being studied (except clarinet, french horn, and percussion)
- to the extent possible, assume responsibility for musical interpretation and expression
- demonstrate a knowledge of inherent intonation deficiencies of the instrument being studied, and methods of correcting these deficiencies
- demonstrate skills in comprehensive musicianship
- understand and perform a variety of musical styles
- demonstrate a knowledge of standard band/orchestra repertoire
- demonstrate a knowledge of some contemporary band/orchestra compositions
- perform notated selections on the tambourine, triangle, suspended cymbal, timpani, and bass drum (percussion)
- understand and perform Latin rhythms using Latin instruments such as maracas, guiro, conga drum, bongos, and timbales (percussion)
- sight-read Grade 2* music on a mallet instrument (percussion)
- demonstrate ability to improvise (jazz ensemble)
- interpret and perform standard popular styles such as rock, swing, jazz, dixieland, and ragtime (jazz ensemble)
- understand and perform a variety of stage band ornaments (jazz ensemble)
- understand the vocabulary of stage bands including terms, symbols, words, and phrases (jazz ensemble)
- demonstrate a knowledge of the history and literature of American popular music, especially that which has had an influence on the school stage band movement (jazz ensemble)
- when applicable, demonstrate skills in marching band, conducting, improvisation, stage band, solo/ensemble performance, pep band, and orchestra
- emphasize career options in instrumental music

Performance Level G

Upon completion of Performance Level G, the student should be able to:

- demonstrate refinement of skills and concepts acquired in Performance Level F
- perform music of Grade 5* difficulty with confidence and understanding
- sight-read music of Grade 4* difficulty
- perform in the concert keys of F# and C# major and related keys (band)
- perform in the concert keys of C#, Gb, and Cb and related keys (orchestra)
- name and play all the notes in the extended range of the instrument under study
- demonstrate advanced knowledge and application of alternate fingerings/positions/shifting/stickings

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*Grade designation is that level of difficulty established by the Music Educators' National Conference.

- assume a leadership role in the band/orchestra
- demonstrate appropriate use of vibrato (except clarinet, french horn, and percussion)
- perform at extreme dynamic level without sacrifice of tone quality, intonation, balance, or blend
- demonstrate an exemplary tone on his/her instrument with appropriate flexibility of intensity, color, and pitch
- perform with excellent intonation
- demonstrate increased skill in comprehensive musicianship
- perform all major and minor scales and arpeggios
- demonstrate some fluency in transposition
- understand and perform in selected contemporary musical styles
- demonstrate an understanding of the instrument being studied, including its past and present use in musical ensembles
- demonstrate fluency in performance on mallet instruments and timpani (percussion)
- demonstrate knowledge of contemporary percussion performance techniques (percussion)
- perform on the dance drum set (percussion)
- demonstrate increased skill in improvisation (jazz ensemble)
- demonstrate a knowledge of the history and literature of indigenous American music; including ragtime, dixieland, swing, jazz, bop, country and western, blues, rock, soul, and third stream (jazz ensemble)
- when applicable, demonstrate advanced skills in marching band, conducting, improvisation, solo/ensemble performance, stage band, pep band, and orchestra
- demonstrate a knowledge of arranging and scoring techniques (jazz ensemble)

Description of Courses — Vocal and General Music, Grades 9-12

Music I — Grades 9, 10, 11, 12

6510	1 year	1 credit

Music I-A

6520	1 semester	½ credit

Music I-B

6521	1 semester	½ credit

In Music I, students extend the performance skills developed in General Music. This course features an in-depth study of the recorder, guitar, keyboard, tape recorder, compositional techniques, and vocal technique. When the instruments are available, beginning instruction can be provided on string, brass, and percussion instruments.

The course is designed to include both solo and ensemble performance. Various historical and cultural aspects of music are correlated along with the development of performance skills. Music I (Music Lab) may be taken for one or two semesters.

Upon completion of one semester of Music I, the student should be able to:

- demonstrate basic skills in performing on the guitar, recorder, keyboard, tape recorder/synthesizer, voice, and when available, on string, brass, and percussion instruments
- demonstrate independent performance in each medium
- demonstrate the ability to read music notation

Upon completion of two semesters of Music I, the student should be able to:

- demonstrate the ability to read and interpret music notation and symbols
- demonstrate the ability to identify the historical and cultural significance of the various instruments studied

Music II — Grades 9, 10, 11, 12
6530 1 year 1 credit

Music II-A
6535 1 semester ½ credit

Music II-B
6536 1 semester ½ credit

This course focuses on learning two performance areas, such as keyboard and voice, and offers a greater depth of study than Music I. Students perform the literature of both solo and ensemble and learn about the historical and cultural aspects of the medium. Music II may be taken for one or two semesters.

Upon completion of one semester of Music II, the student should be able to:

- demonstrate intermediate skills in two performance areas
- demonstrate independent performance skills on an intermediate level of proficiency in two performance areas
- demonstrate intermediate music reading skills

Upon completion of two semesters of Music II, the student should be able to:

- demonstrate the ability to sight-read music with accuracy in both areas of performance
- demonstrate the ability to compare and contrast the literature and historical origins of the two performance areas

Music Theory and Composition I — Grades 9, 10, 11, 12
6540 1 year 1 credit

Music Theory and Composition I-A
6545 1 semester ½ credit

Music Theory and Composition I-B
Prerequisite: Semester A is a prerequisite to Semester B.
6546 1 semester ½ credit

This course is for those students who have an interest in developing an understanding, knowledge, and facility with the basic elements of music. Opportunity is provided for each student to develop individual musicianship; a functional knowledge of the fundamentals of music; competence in reading and writing music; musical independence; and an understanding of the aesthetic and technical consideration of the music of the various periods in history. Music Theory and Composition I may be taken for one or two semesters.

Upon completion of one semester of Music Theory and Composition I, the student should be able to:

- demonstrate part-writing techniques, using primary chords
- demonstrate instrumental transposition and simple orchestration techniques
- extend tonal memory through dictation
- extend tonal imagery through sight-singing
- demonstrate basic conducting patterns in 2's, 3's, and 4's
- demonstrate score-reading skills

Upon completion of two semesters of Music Theory and Composition I, the student should be able to demonstrate the objectives for the A Semester as well as being able to:

- demonstrate part-writing techniques using secondary chords
- create music in a variety of styles and forms
- demonstrate the ability to analyze compositions in terms of standards established for part-writing during the period of common practice
- demonstrate advanced skills in tonal memory, tonal imagery, and sight-singing
- demonstrate conducting patterns in compound meter and irregular meter
- demonstrate skills in reading vocal and instrumental scores

Music Theory and Composition II — Grades 9, 10, 11, 12
Prerequisite: Attainment of the objectives of Music Theory and Composition I, Semesters A and B
6550 1 year 1 credit

Music Theory and Composition II-A
6555 1 semester ½ credit

Music Theory and Composition II-B
Prerequisite: Semester A is a prerequisite to Semester B.
6556 1 semester ½ credit

This course is designed as a continuation of Music Theory and Composition I. The course may be offered either as individualized learning or independent study, depending upon the nature of the program undertaken. The instructor will be responsible for defining specific objectives and student outcomes for each individualized plan or independent study contract, relating these requirements to the program outcomes of the Music Theory and Composition course of study. Music Theory and Composition II may be taken for one or two semesters.

Upon completion of one semester of Music Theory and Composition II, the student should be able to:

- demonstrate chromatic part-writing techniques
- demonstrate proficiency in writing for all orchestral instruments

Upon completion of two semesters of Music Theory and Composition II, the student should be able to demonstrate the objectives for the A Semester as well as being able to:

- demonstrate elementary counterpoint technique
- demonstrate 20th Century serial technique including melodic permutations

Music History and Literature I — Grades 9, 10, 11, 12
6560 1 year 1 credit

Music History and Literature I-A
6565 1 semester ½ credit

Music History and Literature I-B
Prerequisite: Semester A
6566 1 semester ½ credit

Through involvement with music representing a broad spectrum of eras and cultures, students explore the elements of music and learn to listen analytically. In using conductors' scores as an aid in listening, students learn about notation, signs, symbols, and terms. They read about composers, professional artists, musical events; and, when appropriate, they attend live music performances. In learning about music in historical perspective, students read, discuss, and formulate opinions about music. It is the aim of the course that students will be more intelligent consumers as a result of having developed their musical skills, attitudes, and knowledge. Music History and Literature I may be taken for one or two semesters.

Upon completion of one semester of Music History and Literature I, the student should be able to:

- identify the various forms of music including symphony, overture, suite, art song, opera, concerto, and sonata
- identify compositional techniques that determine musical style
- establish relationships between the music and the art of a given historical period

Upon completion of two semesters of Music History and Literature I, the student should be able to:

- identify a variety of music styles by listening
- identify principal composers and their works representing the major period of music composition
- identify major trends in music composition

Music History and Literature II — Grades 9, 10, 11, 12
6570 1 year 1 credit

Music History and Literature II-A
6575 1 semester ½ credit

Music History and Literature II-B
Prerequisite: Semester A
6576 1 semester ½ credit

Students who enroll in this extension of Music History and Literature I have sufficient background and motivation to work on several projects in the study of a particular genre or period such as symphonic music, the opera, or the Baroque Period. Students may elect to work independently or in small groups in pursuit of a musical interest. Music History and Literature II may be taken for one or two semesters.

Upon completion of one semester of Music History and Literature II, the student should be able to:

- demonstrate knowledge of a musical period such as Baroque or Classical; and musical forms such as opera, the string quartet, etc.
- identify various arts that are contemporary with the music under study such as architecture, dance, drama, film, visual arts

Upon completion of two semesters of Music History and Literature II, the student should be able to:

. demonstrate in-depth knowledge of 20th Century composition, composers, and musical forms
. demonstrate knowledge of the aesthetic elements that influenced the music of the 20th Century
. identify major 20th Century compositions by sound

Guitar I — Grades 9, 10, 11, 12
6580 1 year 1 credit

Guitar I-A
6585 1 semester ½ credit

Guitar I-B
Prerequisite: Semester A is a prerequisite to Semester B.
6586 1 semester ½ credit

This course presents introductory guitar instruction. Students learn to accompany folk and popular music, using a variety of playing styles and learn the use of basic chords in major and minor keys. Guitar I may be taken for one or two semesters.

Upon completion of one semester of Guitar I, the student should be able to:

. demonstrate two ways of tuning a guitar, using only a pitch pipe or piano
. demonstrate basic chords in standard (first) position, including all white key major, minor, and seventh chords
. demonstrate basic strum patterns and easy accompaniment styles
. demonstrate a basic repertoire of folk and popular songs by singing and playing
. demonstrate simple finger-picking styles
. demonstrate playing the guitar without music

Upon completion of two semesters of Guitar I, the student should be able to demonstrate the objectives for the A Semester, as well as being able to:

. demonstrate simple harmonic progressions through application of the cycle of 5ths
. demonstrate basic fingering techniques used in classical style guitar
. compose an original song in the folk or popular style and perform in class

Participation in Guitar I may require the student to provide an instrument.

Guitar II — Grades 9, 10, 11, 12
6590 1 year 1 credit

Guitar II-A
6595 1 semester ½ credit

Guitar II-B
Prerequisite: Semester A is a prerequisite to Semester B.
6596 1 semester ½ credit

This course is designed for students who have acquired basic guitar skills and desire more advanced study. Students learn all the white-note major, minor, and seventh chords, as well as melodic playing technique. A variety of finger-picking patterns are learned along with more advanced elements of

classical guitar technique. Students develop a repertoire of accompaniments to a wide variety of songs. Guitar II may be taken for one or two semesters.

Upon completion of one semester of Guitar II, the student should be able to:

- demonstrate barre chords
- demonstrate basic finger-picking patterns
- demonstrate alternate chord fingerings
- demonstrate all white-key major and minor chords
- demonstrate intermediate classical guitar techniques

Upon completion of two semesters of Guitar II, the student should be able to demonstrate the objectives for Semester A as well as being able to:

- demonstrate complex finger-picking patterns
- demonstrate rapid harmonic (chordal) movement
- demonstrate intermediate/advanced classical guitar techniques
- demonstrate all white-key seventh chords

Participation in Guitar II may require the student to provide an instrument.

Electronic Music I — Grades 9, 10, 11, 12
6600 — 1 year — 1 credit

Electronic Music I-A
6605 — 1 semester — ½ credit

Electronic Music I-B
Prerequisite: Semester A
6506 — 1 semester — ½ credit

This course deals with the various components of electronic music including tape recorder technique; sound collection; and synthesizer technique, when the equipment is available. Activities will lead students to develop compositional technique, and will culminate in their creating and performing original compositions, using available resources. Students will listen to representative examples from the literature and will focus on composers and their styles.

Additionally, students will develop a facility to use the specialized vocabulary associated with electronic music. Electronic Music I may be taken for one or two semesters.

Upon completion of one semester of Electronic Music I, the student should be able to:

- demonstrate a mastery of basic terms associated with the properties of sound
- demonstrate a mastery of basic terms associated with the tape recorder and the synthesizer
- demonstrate skills in the manipulation of the tape recorder in creating sound compositions
- demonstrate skills in the manipulation of the synthesizer in creating sound compositions

Upon completion of two semesters of Electronic Music, students should be able to:

- identify representative stylistic characteristics and compositional techniques associated with the history and literature of electronic music
- demonstrate a mastery of an expanded repertoire of electronic music terminology
- demonstrate advanced skills in the manipulation of the tape recorder and the synthesizer

Electronic Music II — Grades 9, 10, 11, 12
Prerequisite: Electronic Music I

6610	1 year	1 credit

Electronic Music II-A

6615	1 semester	½ credit

Electronic Music II-B

6616	1 semester	½ credit

This course is a continuation of Electronic Music I and may be presented as large group instruction or as independent study. Emphasis is upon laboratory activities and the development of compositional techniques. Additional activities include exploring a variety of notational systems; an in-depth examination of electronic music equipment; intensive research in the history and literature of the art; and an examination of the application of electronic music to commercial advertising, film, and television production. Electronic Music II may be taken for one or two semesters.

Upon completion of one semester of Electronic Music II, the student should be able to:

. demonstrate the skills and competencies acquired from Electronic Music I
. demonstrate the use of a variety of electronic music notational systems
. demonstrate the facility to create extended sound compositions using a variety of musical forms

Upon completion of two semesters of Electronic Music, the student should be able to:

. demonstrate a knowledge of the significant trends in the history and literature of electronic music, based on extensive research
. create descriptive sound compositions such as commercial advertisements and jingles, background music for film, and music to accompany school dramatic productions

***General Chorus — Grades 9, 10, 11, 12 — formerly Junior High Chorus**

6700	1 year	1 credit

General Chorus A

6701	1 semester	½ credit

General Chorus B

6702	1 semester	½ credit

Membership in General Chorus is open to all students. Since this may be the initial choral experience for some participants, emphasis is placed on developing singing fundamentals including diction, breathing, breath support, tone production, and pitch discrimination. Individual voices are carefully monitored, especially those undergoing rapid physiological change. The wide variety of choral music used is appropriate for the developmental level of the voices. The General Chorus performs occasionally at concerts, assemblies, and at community functions.

Upon completion of one semester of General Chorus, the student should be able to:

. demonstrate the fundamentals of deep breathing and breath support
. demonstrate fundamentals of tone production including placement, resonance, and use of falsetto
. demonstrate skills in reading music notation such as a chorale

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*New course titles effective for the 1979-80 school year

Upon completion of two semesters of General Chorus, the student should be able to:

. demonstrate fundamentals of choral diction
. demonstrate accurate intonation
. demonstrate the skill of tone blending within a section

Chorus I — Grades 9, 10, 11, 12
6710 — 1 year — 1 credit

Chorus I-A
6711 — 1 semester — ½ credit

Chorus I-B
6712 — 1 semester — ½ credit

Membership in Chorus I is open to all students. Chorus I emphasizes the development of individual vocal technique as well as skills in choral singing. Various historical and musical learnings are drawn from the wide variety of content representing many eras and cultures. Occasional performances provide for talented individuals to sing individually or in small groups with the support of the larger ensemble. Chorus I may be taken for one or two semesters.

Upon completion of one semester of Chorus I, the student should be able to:

. read one line of a Bach chorale with 50 percent accuracy
. demonstrate the ability to sing a four-measure phrase from a Bach chorale in one breath
. identify the historical origins of the chorus

Upon completion of two semesters of Chorus I, the student should be able to:

. demonstrate proper articulation of attacks and releases
. demonstrate ability to sing several phrases of a choral selection with accuracy
. discriminate between proper and improper choral performance in terms of attention to expressive elements such as dynamics, changes in tempi, etc.

Participation in Chorus I may require funds to subsidize the purchase of robes and/or costumes and to pay transportation costs.

Chorus II — Grades 10, 11, 12
6720 — 1 year — 1 credit

Chorus II-A
6721 — 1 semester — ½ credit

Chorus II-B
6722 — 1 semester — ½ credit

Membership in Chorus II is open to all students. Chorus II emphasizes the development of individual vocal technique as well as skills in choral singing. Various historical and musical learnings are drawn from the wide variety of choral materials representing many eras and cultures. Performances by the group provide for talented individuals to sing individually or in small groups with the support of the larger ensemble. Chorus II may be taken for one or two semesters.

Upon completion of one semester of Chorus II, the student should be able to:

- read the alto, tenor, or bass line of a Bach chorale with 60 percent accuracy
- discriminate between proper and improper choral singing in terms of tone quality and rhythmic accuracy
- sing three choral selections from memory

Upon completion of two semesters of Chorus II, the student should be able to:

- demonstrate the facility to switch comfortably from chest resonance to head resonance
- identify important developments in the function of the chorus from the Baroque period to the present era
- identify elements of musical organization within choral compositions, including texture, form, and modality

Participation in Chorus II may require funds to subsidize the purchase of robes and/or costumes and to pay for transportation costs.

Chorus III — Grades 11, 12
Prerequisite: The student will demonstrate the ability to use proper singing techniques, including breath support, voice placement, and vowel and consonant articulation; and to sight-read accurately the alto, tenor, or bass part to a selection such as "America."

6730	1 year	1 credit

Chorus III-A

6731	1 semester	½ credit

Chorus III-B

6732	1 semester	½ credit

Membership in Chorus III is determined by audition. Chorus III emphasizes the development of individual vocal technique as well as skills in choral singing. Various historical and musical learnings are drawn from the wide variety of choral materials representing many eras and cultures. Performances by the group provide for talented students to sing individually or in small groups with the support of the larger ensemble. Chorus III may be taken for one or two semesters.

Upon completion of one semester of Chorus III, the student should be able to:

- demonstrate the use of a variety of vocal coloring techniques
- read the alto, tenor, or bass line of a Bach chorale with 80 percent accuracy
- discriminate between proper and improper choral singing, in terms of diction, intonation, and balance

Upon completion of two semesters of Chorus III, the student should be able to:

- identify stylistic characteristics of the choral music from the Renaissance, Baroque, Classical, Romantic, Impressionist, and Contemporary periods
- sustain an independent part simultaneously with other voice parts
- identify four professional or semi-professional choruses, and provide information about each

Participation in Chorus III may require funds to subsidize the purchase of robes and/or costumes and to pay transportation costs.

***Chamber Singers — Grades 10, 11, 12 — formerly Chamber Singers/Madrigal Singers**
Prerequisite: The student will demonstrate the ability to use proper singing techniques, including breath support, voice placement, and vowel and consonant articulation; and to sight-read accurately the alto, tenor, or bass part of a selection such as "America."

6740	1 year	1 credit

Chamber Singers A

6741	1 semester	½ credit

Chamber Singers B

6742	1 semester	½ credit

Course activity provides opportunities for talented vocalists to perform a wide variety of choral literature as part of a small ensemble. The grouping typically numbers between 14 and 20 students, usually performs without accompaniment, and often appears in costume. The size of the group facilitates the development of musical independence; presents the more talented members with leadership roles; and provides all with opportunities for making musical decisions. As an extension to the larger choral organizations, this ensemble often performs on the same program as the larger choir and frequently represents the school when the appearance of smaller performing groups is appropriate. The Chamber Singers course may be taken for one or two semesters.

Upon completion of one semester of Chamber Singers, the student should be able to:

- demonstrate effective use of the singing mechanism through proper breath support, deep breathing, vocal and consonant articulation, resonance, tone placement, and intonation
- demonstrate the ability to articulate a variety of languages including German, Latin, Italian, and French
- demonstrate musical independence by maintaining a single melodic line when performing with the ensemble
- read one vocal line of a Bach chorale with 80 percent accuracy
- assume at least one of the following musical leadership roles: conducting; rehearsing; critiquing; choosing literature; performing a solo or in a duet, trio, or quartet
- identify choral literature by sound that is representative of the madrigal tradition

Upon completion of two semesters of Chamber Singers, the student should be able to:

- identify the origins and development of the madrigal form
- determine the cultural significance of the small vocal ensemble throughout the history of music
- identify and demonstrate stylistic characteristics and performance practices associated with the literature of the genre
- demonstrate the facility to evaluate a performance in terms of vocal quality, diction, intonation, phrasing, and rhythmic accuracy

Participation in Chamber Singers may require funds to subsidize the purchase of robes and/or costumes and to pay transportation costs.

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*New course titles effective for the 1979-80 school year

Summer School for the Performing Arts — Advanced Vocal Music — Grades 10, 11, 12
Prerequisite: Successful audition based on published requirements
6919 Summer Only ½ credit
(for Summer School 1979)

This is an advanced course for Talented and Gifted vocalists. See page 12 of the Interrelated Arts section of the *Program of Studies.*

MCPS INSTRUCTIONAL GUIDES FOR MUSIC, GRADES 9-12

Music History and Literature, Grades 10-12, Bulletin No. 254, 1972.
A Course of Study for Guitar 1, 1977.
"Guitar Basics" — A series of color video tapes presenting the 20 lessons included within *A Course of Study for Guitar 1,* 1976.
Electronic Music I, 1978.
Handbook for Choral Music, Grades 9-12, Bulletin No. 249, 1972.